

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**SPECIAL BOARD MEETING**

**WEDNESDAY, NOVEMBER 23, 2016 – Immediately Following  
Regular Board Meeting**

**AGENDA**

**GEORGIAN ROOM**

- A. (1) Roll Call
- (2) Approval of Agenda
- (3) Declaration of Conflicts of Interest

**PUBLIC SESSION**

**B. RECOMMENDATIONS FOR ACTION**

- (1) Staff Report – Item for Information
  - (a) Simcoe County District School Board Strategic Plan:  
Results of Stakeholder Participation

**D. FUTURE BUSINESS AND ADJOURNMENT**

Regular Meeting of the Board – December 21, 2016 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:00 p.m. (Roy Edwards Room).

**SIMCOE COUNTY DISTRICT SCHOOL BOARD**

**SPECIAL PUBLIC SESSION**

**RECOMMENDED ACTION – WEDNESDAY, NOVEMBER 23, 2016**

<b>REPORT</b>	<b>FYI</b>	<b>Decision Req.</b>	<b>MOTION</b>
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
			Declaration of Conflicts of Interest
B-1-a SCDSB Strategic Plan: Results of Stakeholder Participation	√		
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the  
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **SIMCOE COUNTY DISTRICT SCHOOL BOARD STRATEGIC PLAN:  
RESULTS OF STAKEHOLDER PARTICIPATION**

**1. Background**

The Simcoe County District School Board (SCDSB) renews its strategic plan every four to five years. The current SCDSB Strategic Plan is attached as APPENDIX B. A renewed plan is now due to the Ministry of Education. The purpose of the SCDSB strategic plan is to set goals and directions that will guide the work of our organization and help us realize our vision of *a community of learners achieving full potential*.

**2. Current Status**

A committee of staff from various departments is assisting the Director of Education and senior administration with the review of the current plan. Through several meetings in the spring of 2016, it was determined that stakeholder engagement should be a significant portion of the strategic planning process. More information about the development of the strategic planning review process was presented to Trustees in August 2016 and can be found [here](#).

From mid-September to mid-October 2016, a team of SCDSB staff ran consultation activities to gather input from our internal and external stakeholders to help the Board of Trustees set strategic goals and directions.

The following questions were used to solicit feedback from stakeholders during all consultation activities:

*Question 1. What does the SCDSB do already to help us realize our vision of a community of learners achieving full potential?*

*Question 2. What is the most important thing that we can begin to do to help us realize our vision?*

*Question 3. What role do you think SCDSB schools play or should play in your community?*

See Appendix A for the results of the stakeholder participation.

**3. Next Steps**

More than 2,000 stakeholders, including students, parents, staff, and community members participated in the SCDSB strategic planning stakeholder engagement activities. Results of analysis of qualitative and quantitative data show that stakeholders value a wide range of SCDSB resources and activities, such as SCDSB educators and support staff, their efforts to provide differentiated instruction to all learners, and the range of programming options for students. Stakeholders also reported wanting more communication from the

SCDSB, a range of changes to student programming, and more supports to provide differentiated instruction and special education. Stakeholders also reported wanting increased investment in initiatives targeting mental health and well-being needs throughout the system. Stakeholders were clear in their vision for SCDSB schools as hubs in the community, including providing leadership to students and their families, and linking community members to a range of social services.

The Ministry of Education's renewed vision has four strategic goals:

1. **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
2. **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
3. **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
4. **Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

The Ministry's document that describes its goals can be found [here](#).

With stakeholder feedback in-hand, the Board of Trustees can begin to formulate a revised SCDSB strategic plan that:

- is responsive to Ministry of Education goals and requirements
- is based on research and best practice
- takes into account the stakeholder feedback
- incorporates input from system leaders who bring expertise and experience with our students and communities, and who understand available resources and realities

#### 4. **Report Status**

This report is provided for information.

#### **Respectfully submitted by:**

Kathryn Wallace  
Director of Education

November 23, 2016



REPORT NO. B-1-a

SIMCOE COUNTY DISTRICT SCHOOL BOARD STRATEGIC PLAN:  
RESULTS OF STAKEHOLDER PARTICIPATION

APPENDIX A

Pages 1 - 14

# Simcoe County District School Board Strategic Plan: Results of Stakeholder Participation

## Methods

SCDSB staff gathered input from stakeholders through several consultation activities, including:

- An online survey;
- An in-person and online sorting activity to assign limited resources to a list of 24 potential priority areas;
- Community outreach booths at Collingwood, Orillia and Allison farmers' markets;
- Two #SCDSBDifference twitter chats;
- On-the-spot interviews with parents/guardians and students at a stratified, random sample of elementary and secondary schools throughout the county;
- An invited participant workshop with mixed stakeholder groups; and,
- White boards with stakeholder engagement questions displayed at all Education Centre-based events.

Strategic planning activities were widely publicized through school websites and newsletters, social media, emails to staff, parents, and secondary students directly, articles in local media and other channels.

Table 1 details the number of individuals, by stakeholder group, that participated in each activity.

**Table 1.** Participation in stakeholder engagement activities by stakeholder group.

	Stakeholder Group					TOTAL
	Community member	Parent	Staff	Student	DK / Other	
<b>Online survey</b>	26	552	149	83	127	<b>937</b>
<b>In-person sorting activity</b>					387	<b>387</b>
<b>Online sorting activity</b>	14	297	88	58	3	<b>460</b>
<b>Twitter</b>					29	<b>29</b>
<b>On-the-spot interview</b>		75		150		<b>225</b>
<b>Invited workshop</b>	36				23	<b>59</b>
<b>White boards</b>					16	<b>16</b>
<b>TOTAL</b>	<b>76</b>	<b>924</b>	<b>237</b>	<b>291</b>	<b>585</b>	<b>2113</b>

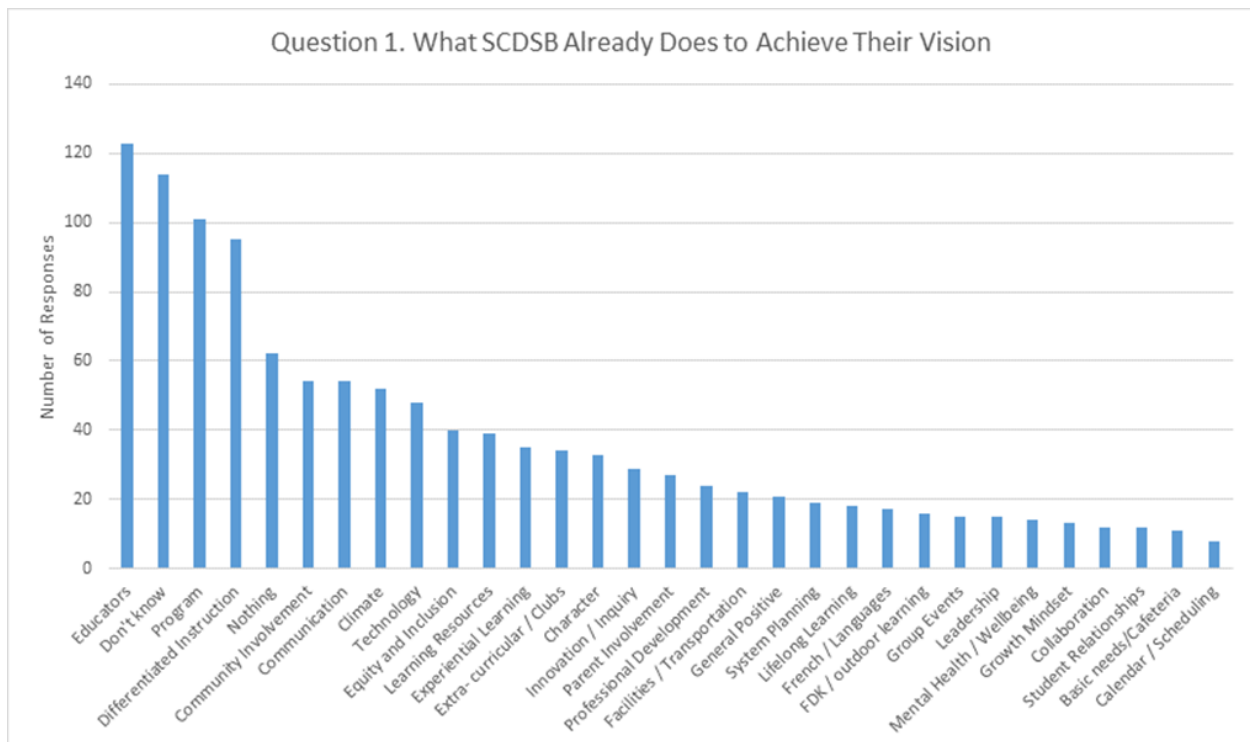
Quantitative (numeric) data were totaled. Qualitative data were coded and consolidated by themes. A portion of the qualitative data was double-coded by research staff to ensure inter-rater reliability. The number of comments representing over-arching themes were tallied. Details and examples of sub-themes are included for those themes represented by 40 or more comments.

## Results

*Question 1. What does the SCDSB do already to help us realize our vision of a community of learners achieving full potential?*

Analysis of open-ended responses yielded a total of 31 major themes. Figure 1 illustrates the frequency with which thematic issues were raised.

**Figure 1.** The ways SCDSB already helps to achieve their vision of a community of learners achieving full potential.



Below are the types of comments that different groups of stakeholders made about the most commonly occurring themes (with 40 or more responses) during the engagement process.

**Table 2.** Themes with 40 or more responses to Question 1.

Theme	Number	Stakeholder Group	Example
<b>Educators</b>	121		
General positive	64	Parent	"Amazing teachers"
Caring / Create safe space for students	18	Student	"Caring and compassionate educators" "My teachers make me feel comfortable. They're pretty understanding"
Passionate / Dedicated / Go above-and-beyond	16	Parent	"Teachers and Principal always go the extra mile"
Approachable / Available	12	Parent	"Teachers are available and accessible [to] students"
Qualified / Skilled	7	Parent	"Employ qualified, engaged instructors who connect well with students."
Support all learners	4	Parent	"Caring teachers willing to assist the out of the box students"
<b>Don't know</b>	114	Community, Parent	"I have no idea"
<b>Program</b>	101	Parent, Staff, Student	
General positive academics, curriculum, learning	43	Parent	"It follows a detailed and well-designed curriculum" "Educates and prepares"
Wide range course options / Offerings for many student interests	26	Parent, Staff, Student	"Good selection of courses"
Arts	10	Student	"Opportunities for arts" "Theatre/music"
STEAM	10	Staff, Student	"Organizing special events like the Math Road Rally, Robotics, Coding, etc." "STEAM"
Specific subject areas (literacy, math, science)	7	Parent	"Improving math program" "Science" "Online reading program is positive"
Innovative programs	5	Parent	"Moving technology and learning forward"
<b>Differentiated Instruction</b>	94	Parent, Staff, Student	
Differentiated education / support for all learners (General)	50	Staff, Parents	"Accommodate all learning levels" "I believe that there is a positive focus on the needs of the individual child"
Supports for students with special education needs	22	Parent	"Good use of IEPs to identify strategies needed to be in place to assist students" "For the most part, my experience with special education support last year was excellent"
Learning Centres / Alternative Schools / Con Ed / Student Success	11	Parent, Staff	"Alternative education options at the secondary level" "Free night school is good"



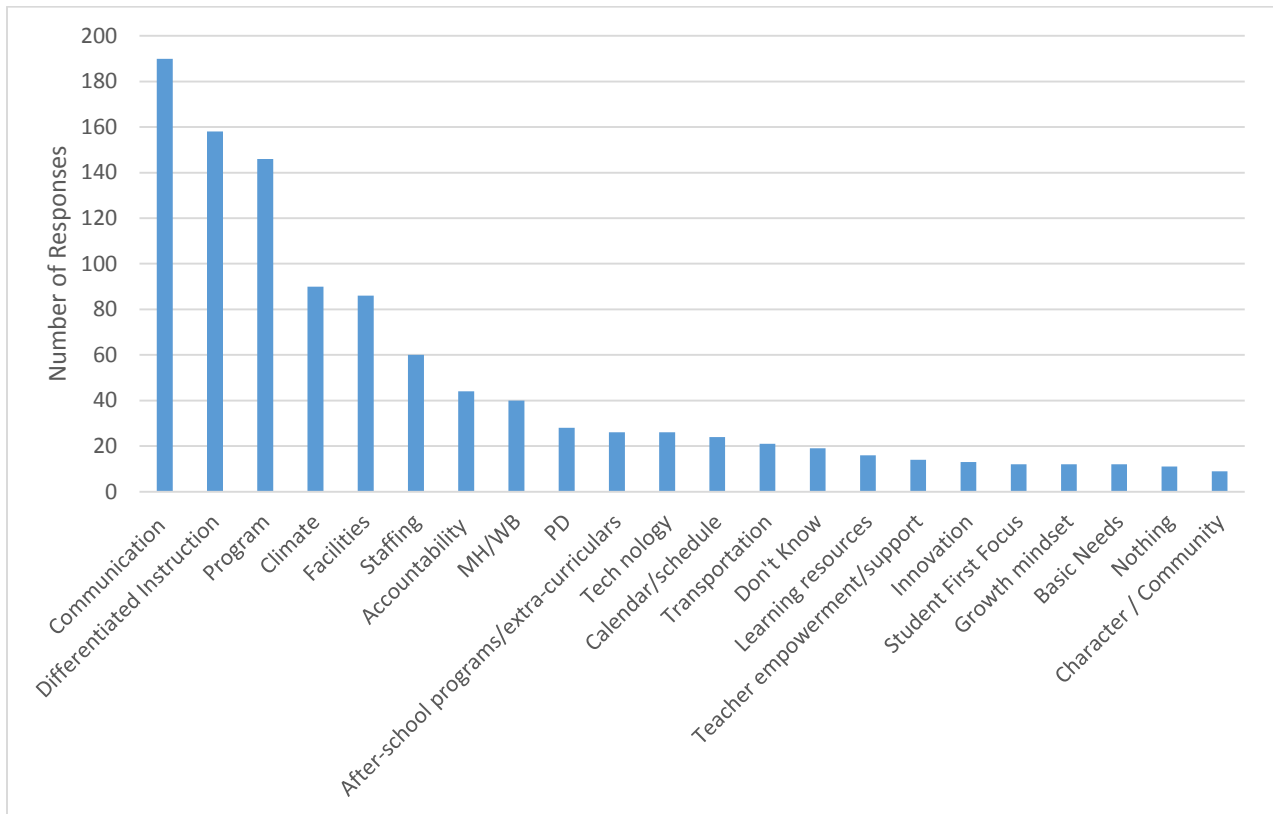
			"Student success and resource have helped me out a lot. I go there all the time"
Gifted education	8	Parent, Student	"Gifted program"
<b>Nothing</b>	62	Community, Parent, Student	"Nothing"
<b>Equity and Inclusion</b>	40		
SCDSB is equitable and inclusive (general)	26	Parent	"Inclusiveness is above and beyond what I have seen at other boards"
Opportunities / encouragement for all students to learn	6	Community, Parent, Staff	"Encourage everyone to participate and hence have a voice in what the community looks [like]" "Provide opportunities to people of various backgrounds and ages to learn"
Celebrate diversity in SCDSB communities	5	Parent	"The diversity of the community is recognized and celebrated" "Allowing Aboriginal classes is fantastic. My [child] is aboriginal and ... she doesn't have the opportunity to get this [elsewhere]"
Students with special needs are integrated into the general school community / classroom	3	Parent	"Integrate students with special needs"
<b>Community Involvement</b>	53		
Community Building (in and out of school) / Community Service Work	28	Parent, staff	"Encourage everyone to participate and hence have a voice in what the community looks like" "Open and accepting of new ideas and opinions from the community"
Community partnerships (General)	25	Community, Parent, Staff	"Collaboration with community partners (e.g., Kinark, COMPASS monthly)" "Allows community members to rent school space for athletic activities" "Collaborating with local schools & parents to identify needs of the local area"
<b>Communication</b>	50		
Communication with parents	19	Parent	"Keeping families informed" "I like some of the teachers using Twitter and blogging for the parents so we can see what's happening"
Communication (general) / With Public	13	Staff, Parent	"Be transparent about priorities and issues. Good communication with the community and with students and parents is key to moving forward towards achieving the goals common to all"
Communication through technology / Social media presence	10	Parent, Staff, Community	"Use social media" "Excellent communication via emails and social media"

Showcase student successes	4	Staff, Community	" Lots of community outreach, showcasing the students' successes and learning through a variety of media forums, a real focus on learning and service"
Website	4		"Keeping the website up to date"
<b>School Climate</b>	<b>52</b>		
Safe and caring environment	25	Parent, Staff, Student	"There is very little bullying" "I like how the school enforces rules through positive behavior" "School safety is a priority with school staff"
Community Feeling / Welcoming	16	Parent, student	"Environment is welcoming" "School makes you involved. It is more than classes and homework" "Feeling of belonging"
Growth mindset / Climate promotes innovation/ Risk taking	6	Student, Staff	"Wide range of opportunities for school communities!! Innovative and risk free environment is taking hold!! Growth mindset embraced!" "They trust us; treat us with more respect [than in elementary school]"
School spirit	5	Parent, Student	"Great school spirit" "Friendly environment and positive school spirit"
<b>Technology</b>	<b>47</b>		
For learning / Differentiated instruction / Spec Ed	24	Staff, parent, student	"Incorporating use of technology and allowing students to be lead learners" "Technology rich schools are making the students globally aware"
Technology (General)	14	Parent, Student	"Technology rollouts – service" "Free wifi" "Great technology options for students"
Communication	9	Parent, staff	"Like the seesaw app"

Question 2. What is the most important thing that we can begin to do to help us realize our vision?

For Question 2, stakeholders provided responses that represented 22 major themes. The frequency with which each of these themes was raised across stakeholder activities is illustrated in Figure 2.

**Figure 2.** Themes with 40 or more responses to Question 2.



Below are the types of comments that different groups of stakeholders made about the most commonly occurring themes (with 40 or more responses) during the engagement process.

Theme	Number	Stakeholder Group	Example
<b>Communication</b>	191		
Solicit and use stakeholder input	112	Parent, Staff, Students	<p>"Listen to the people you are supposed to represent"</p> <p>"Provide a forum for parent comments"</p> <p>'Get the input of the teachers in the schools"</p> <p>"Involve the community, ask and respond to answers"</p> <p>"Ask students what they like, don't like and actually use it to make decisions"</p>
Keep parents/ community informed	58	Parent, Staff	<p>"Communicate better with parents"</p> <p>"Continue to improve communication between our staff, students and parents"</p> <p>"Communication is essential. Parents would rather know too much than too little"</p>
Create transparency in decision making processes	9	Parent	<p>"Allow transparency in your meetings and in decision making process."</p> <p>"More information to parents of what the vision actually is"</p>
Share / celebrate successes	7	Staff	<p>"Celebrate learning and teaching"</p> <p>"Highlight achievements of individuals and groups and emphasize the journey not the destination"</p>
Strengthen internal communication	5	Staff	<p>"Improve internal communications"</p> <p>"Share the vision with all staff to allow us to all be on the same page"</p>
<b>Special Education and Differentiated Instruction</b>	135		
Meet the unique needs of all learners	45	Parent, Staff, Student	<p>"Ensure that we meet the needs of all groups, by identifying those whose needs are still not being met and strive to meet those needs"</p> <p>"Don't like students being pushed through grades"</p> <p>"Be conscious of certain students learning abilities. Everyone is different".</p>
Provide extra help / EAs / one-on-one time with teachers	26	Parent, Student	<p>"You can give students more one on one time with teachers. Give students the opportunity to fix their mistakes in the education"</p> <p>"Provide more resources to students with problems"</p>
Smaller class sizes	24	Parent	<p>"Smaller class sizes"</p> <p>"Reduce class sizes substantially"</p>
More funding for Special Education	16		<p>"Increase special needs support as needs are increasing"</p> <p>"Not enough special education support where needed"</p> <p>"More special ed – too thin"</p>
Increase staff capacity to provide differentiated instruction / Address special education needs	8	Student, Staff	<p>"Ensure teachers are educated in how to teach a variety of learners..."</p>
Increase opportunities for bright students	7	Parent, Student	<p>"not allow bright students to become complacent as teachers are forced to focus on "special need" learners"</p>

			“Don’t forget about gifted/talented students. Make sure there are opportunities for those students to reach their full potential. Differentiated instruction, please!!”
Give students more choice in how they learn	5	Parent, Student	“Be more flexible in delivery and open to youth choices”
Reduce time to psychoeducational assessment	4	Parent, Staff, Community	“Get testing for educational disabilities faster” “More psychoeducational assessments”
<b>Program</b>	136		
Improve program / Student achievement (General / Other)	32	Staff, Student, Community, Parent	“Consistency in release of programming and access to programming across the board/schools” “Eliminate split classes” “Put more emphasis on academics; it seems all extra money goes into helping students who don’t really want to be at school”
Prep for work world/ Financial literacy / Non-academic career prep / Experiential learning	30	Parent	“More real life skills – financial literacy, life skills” “more field trips” “soft skills development”
Back to basics / Focus on fundamentals	24	Parent, Community	“Bring back spelling lessons” “Back to basics! Math basics, how to write cursive – THESE are IMPORTANT!!” “Teach math using a repetitive technique not the NEW math way”
More / diverse / different course offerings	11	Student, Parent	“ Allow students to enter the courses they want to take for their future careers, not the subjects the teachers want to teach” “Broader representation of subjects/topics available as requested by students themselves” “There is a waitlist for mandatory courses”
Arts	10	Parent	“Bring back band music!” “Improve arts education”
Science/ STEAM	8	Parent, Community	“Strengthen math, science and art” “Understand STEAM as a foundation”
Homework	6	Parent, Student	“Give elementary school students homework” “Need to reduce volume of homework”
Physical Education / Physical Health / Outdoor Education	6	Parent, Student	“Improve physical activity for children” “Not only focus on the mental health of every student but also the physical wellbeing of each student as well; maybe recess in elementary school may be something to experiment with for high school students” “Provide more outdoor education”
French	5	Parent	“More French education in earlier grades” “Provide French instruction beginning in grade one, just like the catholic boards do”
Standardized tests	4	Staff, Parent, Student	“Focus less on standardized testing scores and more on what IS working...” “Schools should track math progress of students ... from year to year. Measure individual student data and progress over a three year period, record it on a data wall and analyze the data”.

<b>Climate</b>	85		
Equity / Inclusion	31	Staff, Parent	<p>"Ensure that all students in every school are given similar opportunities"</p> <p>"More focus on diversity and different religions"</p> <p>"Educate "mainstream" students about "special needs" children as part of the anti bullying initiative".</p> <p>"School spirit wear is too expensive"</p>
Safety / Supervision	12	Parent, staff, student, community	<p>"Safe drop off and pick ups !!!!!!!!!!"</p> <p>"Better security for student belongings"</p> <p>"Enhanced supervision of students during rest periods/recess"</p>
Healthy learning environment (positive school climate, general)	11	Students, staff	<p>"Welcome, safe space"</p> <p>"Treat people with respect"</p> <p>"Allow more freedom"</p>
Discipline	11	Parent, student	<p>"Suspend all people that bully others"</p> <p>"Focus on students behavior so many rude children"</p> <p>"Actually reinforce no tolerance policy..."</p>
Bullying / Harassment	10	Parent, student	<p>"Do more about bullying in schools"</p> <p>"Take a REAL stand on bullying behaviors. Children who don't feel safe or comfortable at school won't reach their potential"</p>
Drugs / Smoking /Littering / Vandalism	7	Student	<p>"Stop the drugs"</p> <p>"Cleaner hallways, students throw their garbage and don't pick up after themselves"</p>
Spirit /team building	3	Student	<p>"More spirit days"</p> <p>"More team building"</p>
<b>Facilities</b>	84		
Repair / Upgrade requests	31	Parent, Student, Staff	<p>"Too cold in the portables"</p> <p>"The halls are too narrow"</p> <p>"Furniture and equipment is aged"</p>
Place schools strategically in communities that need them	18	Parent, Staff, Community	<p>"Keep the kids in their community. Give them a sense of real belonging"</p> <p>"Build schools in communities where there are kids. Only farm kids should be bussed"</p> <p>"Improve forecasting of enrollment rates"</p>
Improve athletic facilities / playgrounds	13	Parent, Student, Community	<p>"Provide a playground structure"</p> <p>"Purchase updated athletic equipment"</p>
Reduce overcrowding / Make smaller schools	12	Student	<p>"More space, hallways are crowded, too many people, hard to get to class on time"</p> <p>"Think twice about investing in mega schools. You think you're providing more options, but you're sacrificing the personal rapport between teacher and student. I would argue that kids have more opportunities in small, community schools than large ones"</p>
Parking / Pick-up, drop-off	5	Parent	<p>"Parking lot issues and traffic issues are ongoing; not enough parking as too many people drive students to school"</p>
School closures	5	Parent, Student	<p>"Stop fighting with Barrie and respect the zoning bylaws. Stop closing schools and overcrowding the existing ones"</p>

<b>Staffing</b>	58		
Hire passionate / qualified / innovative teachers / provide PD	22	Parent, staff	<p>"Hire well educated teachers"</p> <p>"We need to have more freedom to hire the best teachers based on ability and need of the students, school and community"</p> <p>"Try to obtain better French speaking teachers. Both my kids indicated they only play games because the teacher doesn't know French"</p>
More staff for supervision / Helping students that are behind	17	Parent, staff, community	<p>"Employ more sufficient numbers of teachers and educational assistants to deal with the many types of student needs in the classroom"</p> <p>"More funding and staffing for special ed and mental health"</p>
Evaluate and act on teacher performance information	10	Parent	<p>"Better surveillance of bad teachers"</p> <p>"Focus on the teachers that are not teaching and just showing up"</p>
Hiring process / HR/ Unions	6	Staff, parent, community	<p>"Transparent hiring process"</p> <p>"Job action is disruptive for our students"</p> <p>"Make the process easier for experienced teachers coming into the board to get jobs"</p>
Strengthen / Reinvigorate leadership	3	Parent, Staff	<p>"A change in the senior staff is required. The confrontational attitude of [name] towards community stakeholders leads to the worst possible outcome for students..."</p> <p>"Administrators need to be leaders that are people-oriented, as well as able to manage schedules and finances and who are present in the schools and interactive with the students..."</p>
<b>Accountability</b>	43		
Make board more accountable for student performance / strategic plan / mission vision	13	Parent, Staff, Community	<p>"Decide your purpose, figure out any problem areas, and develop a team that is passionate about working on both, while instilling hope and passion for the future of the SCDSB"</p> <p>"Reduce or consolidate priorities to ensure staff don't get overwhelmed or lost along the way"</p>
Be accountable (general)	10	Staff, Parent, Community	<p>"Be accountable for your actions...."</p> <p>"Make a rule and stick by it"</p>
Make staff more accountable for their performance	8	Parent, Community	<p>"Have teachers accountable for their performance by initiating a performance based appraisal system directly tied to their salary and tenure, with extra-curricular activities involvement graded"</p> <p>"Have more consistency between teachers. Replicate what makes high performance teachers successful"</p>
Make children accountable / don't pass students who haven't met performance standards	7	Parent, community, staff	<p>"Challenge students by teaching grit &amp; resiliency through success AND failure"</p> <p>"If you want learners to achieve their full potential you need to also teach accountability and responsibility, i.e., implementing consequences for not meeting deadlines"</p>
Be fiscally accountable	5	Parent	<p>"Ensure money is spent on resources that improve student success directly"</p>

<b>Mental Health / Well-Being</b>	40		
More investment / Improve access to supports	18	Staff, parent	“More funding and staffing for special ed and mental health” “Lower stress in schools” “More mental health initiatives” “Stop reorganizing the mental health program supports. It’s changed 3x in 3 years”
Move towards “whole student / student-centered” mindset/ reduce student stress	9	Staff, Parent, Student	“Greater focus on mental health/ well being as that is the foundation that learning / a successful school experience rests on.”
Mental health and well-being training for staff / Evidence-based programs	9	Parent	“Double-down on mental health literacy training for staff” “Incorporate more emotional regulation, mindfulness, and mental health awareness into curriculum”
Address staff mental health and well-being issues	4	Staff	“Further support the mental health of staff members”

Information related to Question 2 was also gathered through the Token Sorting Task. For this activity, participants were asked to assign tokens to areas of focus they believed were important for the SCDSB vision.

This activity was completed using an online survey, and at 6 physical locations with physical tokens and buckets. These locations included local farmers’ markets, a stakeholder meeting at the SCDSB Education Center and school events. In total 616 participants provided 8601 tokens using the online tool: 14 community stakeholders, 88 SCDSB staff, 297 parents, 58 students and 159 who did not specify. Approximately 387 participants completed the in-person token sorting task. In all, the total number of tokens sorted was 15,572. Table 3 shows that respondents top five preferences for investment were Mental Health and Well-Being, Special Education, Numeracy, Learning Materials, and Physical Fitness.

Table 3. Areas for future investment, as indicated by the results of the on-line and in-person token sorting tasks.

<b>All Responses</b>	<b># Tokens</b>	<b>% of Tokens</b>
Mental Health Support / Well-Being	1612	10%
Special Education	1057	7%
Numeracy	913	6%
Learning Materials and Equipment (e.g., books, technology)	910	6%
Physical Fitness	909	6%
The Arts	851	5%
Extra-curricular (sports, clubs)	834	5%
Literacy	804	5%
Outdoor Education	754	5%
Programs to Meet Individual Learner Needs	701	5%
Facility Renovations and Maintenance	657	4%
Staff Leadership / Training	646	4%
Entrepreneurialism / Creativity / Innovation	592	4%
Basic Needs (food, clothing, shelter)	573	4%
Student Leadership Development	544	3%
Safety	489	3%
Equity / Inclusive Schools	422	3%
French Immersion	378	2%
Parent Engagement	366	2%



Community Partnerships	359	2%
Transportation	320	2%
First Nations, Métis and Inuit Education	262	2%
English as a Second Language (ESL) / English Language Learners (ELL)	248	2%
Continuing / Adult Education	246	2%
Other	125	1%
Total Tokens Assigned	15572	

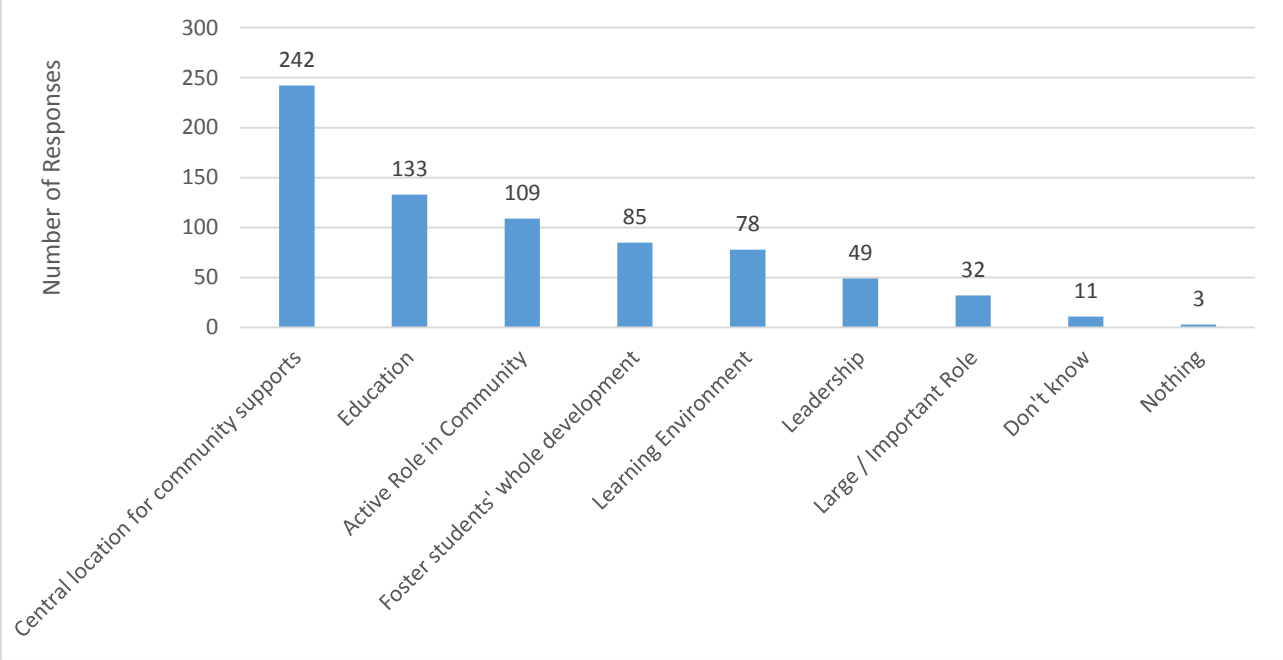
Table 4. Shows the top five areas of investment by respondent type, as indicated by the results of the online sorting task. Respondent type could not be ascertained from the in-person sorting task.

	<b>Tokens (count)</b>	<b>Tokens (%)</b>
<b>Students (n=58)</b>		
Extra-curricular (sports, clubs)	108	10%
Physical Fitness	91	9%
Mental Health Support / Well-Being	78	7%
Learning Materials and Equipment (e.g., books, technology)	74	7%
The Arts	58	6%
<b>Staff (n=88)</b>		
Mental Health Support / Well-Being	119	8%
Learning Materials and Equipment (e.g., books, technology)	106	7%
Staff Leadership / Training	102	7%
Special Education	100	6%
Facility Renovations and Maintenance	97	6%
<b>Parents (n=297)</b>		
Learning Materials and Equipment (e.g., books, technology)	388	7%
Mental Health Support / Well-Being	341	7%
Literacy	327	6%
The Arts	317	6%
Physical Fitness	316	6%
<b>Community Stakeholders (n=14)</b>		
Other (Basics/Foundations, Specialized Schools, STEAM, bargaining)	39	15%
Numeracy	19	8%
Staff Leadership / Training	18	7%
Mental Health Support / Well-Being	16	6%
Safety	16	6%

**Question 3. What role do you think SCDSB schools play or should play in your community?**

Analysis of open-ended responses yielded a total of eight major themes. Many (64) comments were not applicable to the question. Figure 3 illustrates the distribution of common themes identified. Following the figure, we present detailed information about the kinds of comments that stakeholders made during the engagement process.

**Figure 3. Major themes from answers to Question 3.**



**Table 4. Themes with 40 or more responses to Question 3.**

Theme	Number	Stakeholder Group	Example
<b>Central Location for Access to Community Supports</b>	242		
Community Hub	175	Parent, Staff	"School should be a hub and leader." "The hub of the community."
Form and maintain positive community partnerships	35	Parent, Staff	"They should be a partner in the community along with other resources and families." "Open the doors to community events and partnerships."
Share facilities with community organizations	32	Parent	"SCDSB should be open to and free to community groups." "Allowing and welcoming respectful community members to use the property outside of school hours."
<b>Leadership</b>	49		
General comments about being a leader in the community	17	Parent, Staff	"Community leader." "Leading role in community."
Lead in advocating equality and diversity for all school community members	12	Parent	"Create an inclusive environment that promotes inclusivity within the community." "It would be fantastic if the SCDSB did more to promote diversity and inclusion of minorities."

Innovative educational leader	10	Parent	"A forward thinking one that provides leadership into the future." "As visionaries for the students."
Role model for students	10	Parent	"A leader who sets an example for others." "Role model."
<b>Active Role in the Community</b>	109		
Connect students to the community	67	Parent	"Students should be prominent in the community." "Giving our children roots in the community." "Get students out in the community."
General comments active role in the community	24	Parent, Staff	"An active and visible role." "Be more community involved." "There should be more community involvement."
Presence at community events	18	Parent, Staff	"Involved/presence in more community events." "They should be more visibility at local festivals."
<b>Education</b>	133		
Teaching	76	Parent	"Developing the minds of our children for the future of the community." "Educate our children and provide them with the tools they need to meet their potential." "Focus on educating our students."
Centralized learning hub for all community members	32	Parent	"Should be a hub of a variety of learning within the community." "Learning hub for all ages."
General comments about education	25	Parent, Staff	"Education."
<b>Foster Students' Whole Development</b>	85		
Teach students how to be contributing members of the community	37	Parent	"Schools should play a big role and help foster a sense of civic responsibility in students." "Encouraging life-long learning of its students, teach them to advocate for their beliefs, instill leadership skills and educate them on their context in the world as global citizens."
Support students' development of soft skills	14	Parent	"Develop students with leadership abilities, be inclusive of its membership, open/transparent communication." "Assist parents with raising polite, courageous, knowledgeable children."
Prepare students for post-secondary life	17	Parent	"Prepare students for their future post-secondary experience and career." "Post school transition."
Help students to achieve their full potential	17	Parent	"To help children reach their full potential "The SCDSB should help all students to realize their full potential."
<b>Learning Environment</b>	78		
Safe	46	Parents, Staff	"A safe environment for children and adults." "A safe place for students to learn."
Positive	17	Parents	"I think the role would be a positive learning environment." "A huge role - positive environment."
Welcoming	13	Parents	"Be a hub of activity where everyone feels welcome." "...provide a welcoming environment."
Strong	2	Parents	"Strong learning environment."



REPORT NO. B-1-a

CURRENT SIMCOE COUNTY DISTRICT SCHOOL BOARD  
STRATEGIC PLAN

APPENDIX B

Pages 1 - 2



## Goal: Relevant, purposeful learning supporting high achievement, well-being and learning for life

**DIRECTION:**  
Conduct ongoing review and monitoring of the annual Board Improvement Plan with a focus on:

- Demonstrated improvement in the indicators of student success JK – Grade 12 and in continuing education
- Evidence of professional learning communities targeting:
  - differentiated instruction, assessment and evaluation
  - evidence-based, collaborative instructional practice
- Supported integration of technology for teaching and learning
- Design and delivery of effective and appropriate programs which meet individual learner needs
- Engaging parents and community partners in supporting student learning



## Goal: Confidence in public education

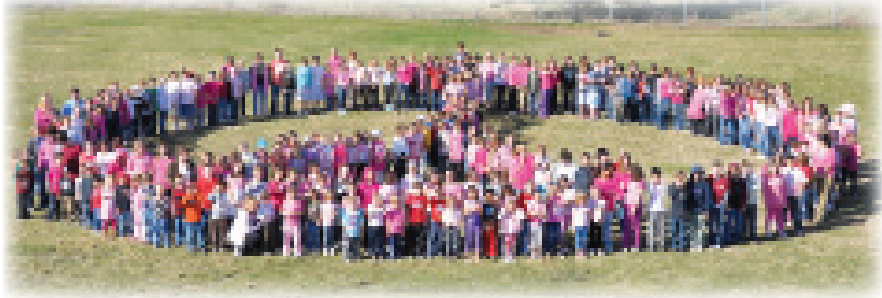
**DIRECTION:**

- Communicate in order to build relationships, inform and educate
- Promote public education through the work and achievements of students and staff



- Share the responsibility for inspiring confidence
- Understand and serve our stakeholders and community
- Welcome public engagement
- Seek opportunities for purposeful partnerships
- Ensure integrated, timely and strategic responses
- Celebrate our success

Approved: September 15, 2010



## Goal: Inclusive, equitable and safe learning and working environments

**DIRECTION:**

- Integrate “Commit to Character” attributes in teaching, learning and leading
- Promote and sustain safe, healthy, respectful and welcoming learning and working environments
- Include the voices of our diverse communities
- Understand, identify and remove the barriers in order to achieve student sense of belonging and future prospects
- Lead in global, environmental and socially responsible citizenship
- Promote shared leadership with school and community partners



## Goal: Responsible stewardship of resources

**DIRECTION:**

- Recruit, develop and retain employees dedicated to personal and professional excellence to support student achievement and well-being
- Attract and develop competent and creative system leaders
- Cultivate student voice, leadership and participation in the community
- Align resources intentionally to board priorities
- Optimize the use of resources
- Manage risk
- Ensure accountability and transparency in all practices



See reverse page for Action Plans

# The Simcoe Path



See reverse page for Goals and Directions

Approved: September 15, 2010

## Overview of Priorities

The Simcoe Path sets out the Simcoe County District School Board's priorities for the next three to four years. Developed with input from trustees, staff, parents, community members and students, the goals and directions reflect key areas relating to increased student achievement, increased parental/community engagement, and processes and procedures to ensure exceptional services to support learning.

The plan's tagline, *Your Future...Our Priority*, encapsulates the core student-centred purposes of the plan:

- to deliver exceptional public education services to Simcoe County's students;
- to support Simcoe County's students in achieving their highest potential while they prepare for 21st century challenges and opportunities.

## Action Plans

The Board's goals and directions outlined on the reverse side of this brochure are supported through a comprehensive series of action plans led by the SCDSB Senior Administrative team. These plans are categorized under the two main headings: 'Leading Learning' and 'Leading Services for Learning'. Action plans supporting The Simcoe Path: *Your Future...Our Priority* include:

### Leading Learning

- Aboriginal Education
- Board Improvement Plan
- Character Education
- Community Partnerships
- Continuing Education
- Early Learning Program
- Equity and Inclusiveness
- Information and Communication Technology
- Parent Engagement
- Safe Schools
- Student Leadership
- Student Success
- Teacher Leadership  
(New Teacher Induction Program, Teacher Performance Appraisal)

### Leading Services for Learning

- Accessibility for Ontarians with Disabilities
- Annual Operating and Capital Budgets
- Capital Plan
- Facility Partnerships
- Governance – Policy
- Healthy Safe Workplaces
- Organizational Design and Leadership
- Risk Management Practices
- Special Education Services
- Support for Learning Environments
- Technology Infrastructure

